Diverse yet Representative: Miscellanies of Moves and Steps Depicted in the Move Structure of English Teaching Videos by YouTube Channels from Altered Nations

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Abstract

In an attempt to carry out a rather long been disregarded genre-based topic despite its emerging benefits in facilitating English academic teaching, this study is dedicated to divulging verbal expressions embodying the move structure of English Teaching Videos from different YouTube channels. The study enabled a type of research innate to the nature of qualitative research, which is content analysis. The investigated data were ten different YouTube videos that originated nationally and internationally. The frameworks used to tailor the research instrument (observational sheet) here is one from Chang and Huang (2015) regarding the move structure of inspirational YouTube content. The result displayed that the utterances in the entire dataset fulfilled most of Chang and Huang's move. Specifically, the move structure in national and international English teaching videos transpired in assorted utterances from the data. The chief notion drawn from this research is the idea that the whole data have a malleable yet archetypal move structure that characterized them as English teaching YouTube video.

Keywords: Move Structure, Move and Step, English Teaching, YouTube Teaching Videos

INTRODUCTION

A culture infusing digital media as a promising means in the educational sphere seems to perpetuate in the early 90s, highlighted by Luke (1997) that pinpointed teachers' responsibility in integrating media and pop culture into teaching and learning. Ware, Liaw, and Warschauer (2012) are on the same page, promoting the notion that digital media play an essential role in global interaction and literacy. Therefore, it is typical to see the merging of digital media in an educational setting.

Incorporating technology into the second-language classroom, in particular, permits students in entwining the freshly watched foreign language concepts into their authentic experiences (Wang, 2005). Ware, Liaw, and Warschauer (2012) further claimed that language educators, in particular, predominantly utilize digital media to generate autonomous drills and practices for their students to ease up their grammar, vocabulary, and pronunciation mastery. Additionally, Duffy (2008) marked that numbers of educators allow their students to engage with digital media on a daily basis so that it can uplift their learning experience. This fact confirms that students are among individuals who utilize technology like digital media to support their learning sessions.

Technology-based media such as You-Tube is one of the items whose massive amount of English videos are relentlessly and freely retrieved (Olashina, 2017). This platform occurs to be the third most used website with Google and Facebook in first and second place (Kousha, Thelwall, & Abdoli, 2012). Alwehaibi (2015) pinpointed a technology-based media as YouTube provides people an effortless admittance to upload, view, and share videos. By employing YouTube videos, teachers will have nearly limitless options of visual resources for upgrading the teaching and learning experience (Duffy, 2008). This act accordingly yields positive benefits to improve the efficacy of non-traditional patterns of teaching and learning.

There are means YouTube-based videos manifested as a constructive instrument to help with English language learning. Watkins and Wilkins (2011) explained that certain videos from YouTube boost students' language proficiency in terms of their conversation, listening, authentic vocabulary, and pronunciation. In addition, supplementing English learning sessions with YouTube videos encourages language students to be compliant toward a student-centered and sovereign learning style (Watkins & Wilkins, 2011). Nofrika (2019) noted that all four English major skills could be reinforced by the use of English learning YouTube videos, agreeing that the integration of YouTube in the class raises stu-

dents' motivation to learn the language.

Subsequent to those views, Kabooha and Elyas (2008), mentioned that YouTube is proven to have an impactful outcome in increasing language learners' vocabulary. In addition, not only on the vocabulary aspect, English learning videos from this website also affect students' pronunciation positively (Watkins and Wilkins, 2011). Similarly, Alimemaj (2010) acclaimed the usage of this online repository in improving English skills in the traditional classroom situation. The research labeled that numbers of YouTube learning videos present realistic examples of a day-to-day form of English underneath their miscellaneous contexts. Additionally, other incorporations of YouTube in English teaching are reflected in the following research by Comac (2008), Nejati (2010), Fleck, Beckman, Sterns, and Hussey (2014), Alwehaibi (2015), and many more to come. As a whole, YouTube lusters through its facility to benefit language students in class in numerous aspects.

The above data of 21st language learners' reliance on the use of YouTube videos indicates the growing demand for this particular media. Accordingly, research about YouTube videos' move structure will gradually be noteworthy ,especially for English language teachers. Having a study containing the idea of the move structure of YouTube teaching videos is novel to educational practitioners. They may retain a concept of essential components that make up teaching videos by not only national but also international YouTube channels.

Detailed comprehension regarding the generic structure of English learning YouTube videos benefits teachers in terms of evaluating the quality of English videos from different sources. Those practitioners, therefore, are able to use the most fitting teaching videos according to their learners' learning styles and preferences.

Furthermore, the finding of this study potentially adds innovative literature to language educational practitioners once they want to design a better and self-premediated version of English teaching videos. In conjunction with those significances, the utterances symbolized each component of the move structure by Chang and Huang (2015) is a major question needed to be investigated Table 1.

According to Chang and Huang (2015), M1 has no direct relation to the video's theme. The speaker on the video will administer this move for the sake of intertwining the relation with viewers before the beginning of the discourse. The two corresponding sub-moves (here called as step) of M1 are greet audience (M1S1) and engage in meta level discussion (M1S2). The speaker naturally greets the viewers, displaying certain welcoming manners. Such salutations as "Namaste" or "Good morning" are some of instances, indicating that those expressions fall in M1S1 step. category. Another move is said to be bound to listener orientation if it includes M1S2 or where speaker is engaging in a meta-level discussion—generally referring to the whole idea/topic of the video.

As its name suggests, M2 or topic introduction happens as the speaker initially familiarizes

Table 1. YouTube TED Talk's moves and steps prototype by Chang and Huang (2015)

Move	Code	Step	Code
Listener orientation	M1	Greet audience	M1S1
		Engage in meta-level discussion	M1S2
Topic introduction	M2	Set the scene	M2S1
		Announce the topic	M2S2
		Outline structure	M2S3
Speaker presentation	M3	Introduce oneself	M3S1
		Establish authority	M3S2
		Show stance/position	M3S3
Topic development	M4	Present an argument	M4S1
		Offer an explanation	M4S2
		Describe a process/series of events	M4S3
Closure	M5		
Concluding Message	M6	Call for action	M6S1
		Make generalization/offer speculation	M6S2
Acknowledgements/gratitude	M7		

today's topic to his/her viewer. This move carries such fundamental significances as establishing background information—what is up recently, either in the speaker's life or the life of others outside and inside the community—as well as establishing the foundation for the talk. The topic introduction move carries three major steps, which are the topic announcement (M2S1), set the scene (M2S2), and outline structure (M2S3). In the step of topic announcement, speakers are free to utter the topic either in a brief manner or vice versa. Meanwhile, set the scene step happens as the speaker outlining any aspects of the video topic that will be covered later on. Both 'set the scene' and 'outline structure' steps are somehow intertwined; any prior information reflected from the 'set the scene' step often bear the outline structure along the way.

This third move serves as the acknowledgment of the speaker himself. Here, the speaker articulates his/her background, connecting it with the current. The presence of this move helps the viewer to confirm the connection between both the speaker and the topic. The first occurring step of this move is M3S1 or introduce oneself, it is the moment where the speaker voices both of their past and present life condition, mentioning their livelihood, their homeland, and any other related life records. Another following step termed as establish authority or M3S2. It serves as a way for the speaker to present his/her achievements and/or knowledge in their professional field, thus proclaiming his/her qualifications in delivering the topic in the video. The last step in the speaker presentation move is called as show stance/position or M3S3. The speaker's utterance is qualified as 'showing stance' when it can deliver his/her attitude toward the topic of the video.

The next move, M4, is portrayed as "meat of the talk" (p. 39) and is broken down into three steps. The first step (M4S1) happens as speaker enables logical and commonsensical evidence to present new ways of thinking, doing, and understanding things. The act of offering explanations (M4S2) requires speaker to facilitate the viewers' understanding of insight, object, trend, or new perception under discussion. Within this step, the speaker normally employs some instances, arithmetical details, as well as analogies. Lastly, M4S3 is the step in M4 that illuminate how something is or was made/done or has happened through a series of steps. In addition, most of the utterances under this step are normally transmitted in chronological order—more often than not, such terms as first, second, next, after that, etc., are being used.

Closure (M5) is the following move to signals the viewers that the video approximately reaches its concluding point. This move offers audiences some utterances that usually take place at the end of a performance. At this point, the speaker stereotypically delivers the summarization of all the previously discussed ideas, directing the viewer to where/the-chief point they first engaged. "Responding to any raised questions, confirming stories told, or, as in the following example, echoing the poem recited at the beginning of the talk" (Chang & Huang, 2015) are the portions of the narrated prototype in the closure move.

After that, there is M6 that is aiming at assisting the viewers on the purpose of the talk as well as the answer to the "So what?" question. There are two major steps knotted to this move. The first step, a call for action (M6S1), is when the speaker generalizes and offers speculations. The speaker can sway his/her viewers how they are expected to think and act once the speaker finishes the talk. Simply put, the speaker encourages the viewers to transform and upgrade their way of thinking and acting in a way that is previously elaborated in the video contents. Subsequently, the latter step called 'make generalization/offer speculation' or coded as M6S2. It is administered by "making a forecast based on the topic and/or talking about new possibilities" (Chang and Huang, 2015). Additionally, several comments indicating the video's content implications—broader societies/communities—can be used by the speaker.

The acknowledgment/gratitude (M7) is the last move of the English spoken discourse according to Chang and Huang (2015). This move occurs once the speaker on the video is acknowledging and complementing his/her viewers. Such courtesies and tributes are made as an appreciation to the viewers that engaged in and watched the video. Concisely, the move of acknowledgment/gratitude is perceived as "thank you" for the viewers' partaking.

METHODS

Research Design

This study was carried in form of qualitative study, particularly, a content analysis. Several tasks covered in this type of research are identifying and describing patterns, classifying, categorizing, quantifying, evaluating texts, and doing other related inquiries (Churchill, 2013). An observation had been undergone using an observational sheet that adopts the theory/framework about the move structure of English YouTube Vi-

deo by Chang and Huang (2015). The analysis progressed as every occurred utterance/speech within the data are categorized into the table. To get manifold interpretations, later the result was not only displayed in the form of table but also narratively discussed involving researcher's point of view. In addition, stage of qualitative data analysis by Miles, Hubberman, and Saldana (2018) was applied at this point.

Research Participants

The subject in this particular study was the GS or generic structure of oral discourse in an online repository; YouTube. Meanwhile, the study took 10 English learning videos sourced from both National and International YouTube Teaching Channels. Table 2 explicates the closer aspect on the nominated data.

Research Instrument

This study considered it researcher as main instrument of the study. Its decision is in accordance to Creswell (2014) that labeled human being as the pivotal element involved in collecting, assembling and interpreting by observing behavior the entire research inquiries. Additionally, the researcher occupied a self-premeditated observation sheet that adopt the move structure model of Chang and Huang (2015).

Research Procedures

Since the collecting and analysing technique followed the descriptive research analysis by Miles, Hubberman, and Saladana (2018). This study was initiated as the designated data (10 YouTube English teaching videos) are browsed and downloaded. The name of YouTube channels along with its link were highlighted in the above sub-section (Research participant). Lastly, the data were investigated throughout three steps that are condensing the data, displaying the data, and verifying and conlcluding the data.

RESULT AND DISCUSSION

The study revealed that YouTubers manifested the move and step by Chang and Huang (2015) throughout numbers of spoken expressions. It was also revealed from the data that an insignificant number of the moves were not occupied by these YouTubers.

Move 1: Listener Orientation

Table 3 displays four utterance representatives, clarifying how M1 or listener orientation with its two steps (Greet audience and engaged in meta-level discussion) is occupied by national and international video. M1S1 (Greet audience) from both representatives similarly gave such expressions cueing the greeting like "Hello" and

Table 2. Research Participants

Code	Channel	Link Adress	Status
V1	Titik Nol English Course	https://www.youtube.com/watch?v=B2IldXHBDA0	National
V2	Adev Berbagi Ilmu	https://www.youtube.com/watch?v=xuuC4peaozQ	National
V3	Kampung Inggris – LC	https://www.youtube.com/watch?v=dmuvfIL6AnE	National
V4	Naila Farhana	https://www.youtube.com/watch?v=bQvnkKjLa6U	National
V5	EasyWay Learningenglish	https://www.youtube.com/watch?v=PT8zqzuGJyM	National
V6	Oxford English Now	https://www.youtube.com/watch?v=_4WvhaauLj8	International
V7	Learn English with Englishclass101.com	https://www.youtube.com/watch?v=d0wV9EC3t14	International
V8	Linguamarina	https://www.youtube.com/watch?v=XBF00lEoRi8	International
V9	Anglo-Link	https://www.youtube.com/watch?v=84jVz0D-KkY	International
V10	Learn English with Rebecca	https://www.youtube.com/watch?v=aUJO_0phvbw	International

Table 3. Utterance Representatives of Move 1

M1:Listener Orientation	National Teaching Video	International Teaching Video
M1S1: Greet the Audience	Hello Elsier! Welcome back in our channel kampong inggris LC in 'TiTu' teaching tutorial program. **(V3)**	Hi everybody... **(V7)**
M1S2: Engage in Meta Level Discussion	Tapi…emm … jangan khawatir, di video ini no worries kita bakal Bahasa satu persatu secara singkat dan jelas cara penggunaannya. Hmm.. atau kapan kalian akan menggunakannya tapi divideo in aku nggak akan ngebahas rumus kayak verb 2 plus ing plus passive dan lain-lain itu. Tapi aku Cuma mengasih pengertian cara pemakaian semua tenses ini… **(V4)** **Translation:** *But…. No need to worry, in this video we are going to discuss each of them briefly along with its usage. Hmm…. Or when you will use those. But in this video I am not going to explain any formulas such as verb 2 plus ing plus passive and so on. Instead, I'm here to provide a definition of how to use all of these tenses.*	As you will remember, in our first 9 lessons, in the series 'learn the English tenses', each time we took two or three different tenses and looked at the formulation and usage of those in detail. Today we're going to take all the tenses and review the usage of each one of them. **(V9)**

"Hi". Both are also presented in English.

In reality, Indonesian YouTubers nowadays frequently mixed native utterances with English. Despite content in Indonesian, quite a numbers of national YouTube channels start the talk with expression in English. Meanwhile, the difference can be seen in terms of the number of words they use. The international one is seen providing modest welcoming expression. Short yet clear, the two words got the greeting portion all covered.

Plausibly, English teaching videos from international YouTubers tend to give more time intervals to other strenuous moves. For the sake of duration efficacy, the majority of M1S1 in international data appear in brief.

The expression from the national clip, meanwhile, has longer phrases. The shown excerpt addresses its audience as "Elsier", a specific identity for the audience of its YouTube channel. Not only is a special name labeled to audiences, the national one introduces its channel along with its specific "Titu/Teaching tutorial" program. For this reason, M1S1 of the national YouTube clip feasibly generates a more approachable atmosphere for its audience. Regardless, both reflect the greeting expression. Furthermore, the main topic of the speech is seen has not been introduced yet in this phase.

After that, M1S2 (Engage in Meta level discussion) of both samples shows speakers raising any preliminary talks to people in general.

Here, they both are trying to be engaged with the audience by directly involving them in the talk. The excerpts from both parties indicated that both YouTubers seem to allow their audiences to take a role altogether later during speech.

Both M1S2 that occurred are felt rather convincing. With the use of "*kita*" or "you" in the utterance, they shortly discussed stuff people might anticipate later in the main teaching session. In addition, the representative coming from national YouTubers inserted words of aid, trying to diminish people's negative attitude towards the video's main content before it actually started. Meanwhile, this meta-level preliminary move is seen from the international YouTube video in a way that it assumes people had known the topic beforehand.

Move 2: Topic Introduction

Table 4 displays six utterance representatives, clarifying how M2 or topic introduction with its three steps (Setting the scene, announce the topic, and outline structure) is occupied by national and international video. At this juncture, setting the scene (M2S1) is seen through the way the YouTuber uttered the significance of the topic. The excerpt of national data, specifically, revealed the need of bringing up the segment about tenses for the sake of subscribers' bizarre requests.

In contrast to that, no utterance indicating M2S1 was found in the entire international da-

Table 4. Utterance Representatives of Move 2

M2:Topic Introduction	National Teaching Video	International Teaching Video
M2S1: Set the Scene	Jadi banyak banget dari kalian yang nanyain tentang tenses dalam grammar Bahasa Inggris... **(V4)** **Translation:** *So there are lots of you guys asking about the tenses in English grammar….*	-
M2S2: Announce the Topic	**M2S2** Nah, hari ini kita akan menghafalkan rumus menggunakan perjodohan tenses. Oke… mari kita simak videonya. **(V3)** **Translation:** *Then, today we will be memorizing the formula by matching the tenses. Allright let's continue with the video.*	In this lesson, you will review all of the English tenses, 16 of them. **(V6)**
M2S3: Outline Structure	**M2S3** Keenambelas bentuk tenses ini ketika saya masukkan dalam tabel atau saya buat dalam sebuah tabel bisa dalam bentuk seperti ini… dalam kolom sebelah kiri menunjukkan bentuk waktu dari kalimat atau bentuk waktu. Ada present, past, future, dan past future. Kemudian baris yang memanjang ini adalah bentuk waktu dari peristiwa yang kita sampaikan atau kita ceritakan. Ada dalam bentuk simple, continuous, perfect, dan perfect continuous. **(V5)** **Translation:** *Here is how these 16 tenses look like when I put it on the table… this left column shows the time arrangement from the sentence or time form. There are present, past, future, and past future. Afterthat, this horizontal rom is the time form of the activity/experience that we want to say/tell. It is in simple, continuous, perfect, and perfect continuous form.*	Let's get started. So the first group of tenses I want to look at is the present tenses. So for today's lesson I've organized it into three catagories: present, past, and future tenses. So let's begin with the present tense. So in each category I have four different tenses. I have simple, continuous, perfect, and perfect continuous.. **(V7)**

taset. Apparently, International English teaching YouTube clips skipped this particular step of M1. Hence, its importance seems not as mandatory as compared to others.

M2S1 or Setting the scene seems also conveyed through speakers' wide-ranging perspective about the topic as they mention the topic deliberately, which brings them to executing M2S2 (Announce the topic). M2S2 occurred after the national YouTubers share and raise the general information about the upcoming subject they were about to discuss. Looking at the finding, these two steps were shown directly one after another if not concurrently. In particular, the utterances from the above table show how M2S2 is administered by both YouTubers explicitly.

Lastly, M2S3 (Outline structure) is shown in the data as the national YouTubers point out chunks of sub-subjects beneath their main sub-

ject. In other words, the third step occurs when speakers of the talk briefly list the components that will be elaborated on throughout the video.

Through grouping major sub-topics, an excerpt from the international English teaching YouTube clip told what aspects its audiences would perceive during the teaching session later on. Somewhat, in the same way, the national teaching clip performed the move of M2S3 by also grouping the sixteen tenses. This particular instance showed the structure of the main topic, tenses, in form of the table.

Move 3: Speaker Presentation

Table 5 displays five utterance representatives, clarifying how M3 or speaker presentation with its three steps (Introduce oneself, establish authority, show stance/position) is occupied by national and international video. Theoretical-

ly, M3 is possibly undertaken through steps like simply introducing the name along with describing speakers' past or current life situations (M3S1). In this case, both excerpts stated only their identity. They were not mentioning things related to what is going on with their lives.

The next step of this move is mentioning speakers' background knowledge, educational experience, and any of their achievements in the professional field (M3S2). The trustworthiness of the presented topic is strengthened as the result of implementing this step. In conjunction with this second step, none of the national videos applied it. The international dataset, however, only has a single video with M3S2 on it. It was seen from the utterances that such jargon as 'professional teacher' and 'top level' are uttered to convince the audience in believing the presenter's integrity.

The excerpt of an international YouTube video was also seen guaranteeing its hearers about the quality of the talk. After that, show stances/position is the last step under the umbrella of M3. M3S3 transpired through both of the excerpts that reveal how the speakers feel about the chunk of discussed material or even the overall discussed topic. The excerpts shows that M3S3 is implemented in a way speakers signal their attitude about the topic of the talk. Additionally, terms indicating speakers' attitudes are seen from

the instances in form of the usage of adjectives in general. To sum up, bestowing M3S1, M3S2, and M3S3 altogether reinforces the strengthened credibility of the speakers.

Move 4: Topic Development

Table 6 displays six utterance representatives, clarifying how M4 or topic development with its three steps (Present an argument, describe a process/series of events, and offer an explanation) is occupied by national and international video.

Three of the above excerpts construed M4 in a way that the speakers finally present the main theme of the talk. Specifically, YouTube channels' oral expressions exposed this fourth move through three major ways. They appeared presenting the arguments (M4S1), describing a process/series of the event (M4S2), as well as offering an explanation (M4S3). The analyzed data indicates that this move with its steps is mostly found in the body of the national English teaching videos.

The result, therefore, strengthens the fact that steps bound to the move of topic development (M4) are expected to be centered as the main part of the teaching video. It is because M4 is the point at which the topic of the talk is expounded. M4S3 occurs to be the step that mostly

Table 5. Utterance Representatives of Move 3

M3:Speaker Presentation	National Teaching Video	International Teaching Video
M3S1: Introduce Oneself	Bersama saya, Ana, yang akan membantu kamu untuk belajar Bahasa Inggris dengan mudah. **(V5)** **Translation:** *With me Ana who's gonna help you to learn English in an easy way.*	My name is Alishya. **(V7)**
M3S2: Establish Authority	-	Venya is a professional English language teacher, accredited and really top level. So you're gonna get the best information today. **(V8)**
M3S3: Show Stance/Position	**M3S3** Sebenarnya gampang sih, kalian pasti udah tau dong kalo negative dia pasti pake not. Kalo interrogative dibalik aja kan jadi subjeknya kebelakang. **(V2)** **Translation:** *It is actually simple. You must have known that we use the word 'not' to show negative form. If It's interrogative then we just need to reverse the subject behind the verb*	A lot of people think that twelve tenses is too much, but… if you look at them in a logical way, it's actually really simple. **(V8)**

Table 6. Utterance Representatives of Move 4

M4:Topic Development	National Teaching Video	International Teaching Video
M4S1: Present an Argument	Kalo kalian misalkan ada ulangan atau ada ujian TOEFL atau apapun itu, mungkin mm… ini bisa membantu karena aku percaya misalnya kita itu akan lebih nangkep sebuah pelajaran kalo misalnya ada visualisasinya. **(V4)** **Translation:** *If in case you have an exam or TOELF test or whatever. Maybe…. This could help since I belief that it is easier for us to grasp certain material/lesson if the visualization about it is provided.*	Okay, simple future tense that is really easy to form cause you add will and then the verb in the first form. But you use this tense when you have spontaneous desicion. **(V8)**
M4S2: Offer and Explanation	Udah tau dong, tenses itu kan terdiri dari empat waktu kejadian kan? Ada present yang menyatakan waktu kejadian sekarang, ada past untuk nyatain kejadian dimasa lalu, kemudian ada future yang bakal nyatain kejadian yang akan datang atau dimasa depan, kemudian past future. Past future ini adalah kejadian dimasa lalu yang meprediksi kejadian dimasa depan. Nah sekarang kita bakal teliti gimana sih rumus-rumusnya. **(V2)** **Translation:** *You must have known that there are four time interval in tenses, mustn't you? There is present to tell current situation, there is past that is used to tell previous experience, and then there is future that will tell the upcoming experience in the future, after that there is past future. Past future is something in the past which predict the future activity. So now we are going to examine the formulas.*	Now let's go through the exercises. Number 1, I am cooking, number 2, I cooked, number 3, I cook, number 4, I was cooking, number 5, I will cook, number 6, I will be cooking. So first, let's do it the easy way, which one are continuous tenses? **(V10)**
M4S3: Describe a Process/Series of Events	Kita ambil contoh dari nama 16 tenses yang sudah kita pelajari ya, present perfect continuous oke, kita menggunakan rumus present perfect continuous untuk kata "Jane eats banana" . teman-teman bisa melihat untuk table disebelah ya, menggunakan verb 1 ataupun verb 1 yang menggunakan s atau es. Jadi kita langsung masukin aja rumusnya ya. **(V1)** **Translation:** *We take one of the 16 tenses that we have already discussed allright. Okay, present perfect continuous, we use the formula of this tense for sentence like "Jane eats banana". You guys can see the table on the next side okay… it uses verb 1 or verb 1 with s or es. Hence, let's directly put the formula.*	The present continuous is used for something that is happening now. So for instance, I'm having my dinner. It's happening now. The form is : the subject + am,are, or is and the –ing form of the verb. The present continuous is also used for temporary situations. So, you could say…I'm staying with a friends for two weeks. This is telling your listener that the situation is not permanent. It's just for two weeks. It's a temporary situation. So you use the present continuous. **(V6)**

occurred within the body part of the talk in comparison to the others. From the data, some videos seem to omit the step of describing a series/process (M4S2) and directly jump to M4S3 which is explaining the whole talk instead. After all, The third step in M4 is popular in the body part of the video since it is when speakers let the audience understand the whole concept of the talk by discussing phenomena, giving statistical details, and analogies and all of the other examples led to a rich explanation about the ongoing topic.

Move 5: Closure

Table 7 displays two utterance representatives, clarifying how M5 or closure is occupied by national and international video. Chang and Huang (2015) mentioned things the speaker normally does during this move. They usually provide a summarization of the main topic and refer back to the first talk. They may also provide an answer to raised questions. Additionally, some closure offer thought-provoking quotes to end the discussion. Factually, the utterances representatives showed just only scarce portions of those junctures. V3 showed the expression signaling the video's closure and so did the other data. The result however revealed that some of the data perform M5 by simultaneously performing some steps in move 6—which will be explained further in the following subdivision). As an entirety, the above instances appoint the M5 (Closure) during the talk by expressing a notice that the speech has reached its end.

Move 6: Concluding Message

Table 8 displays four utterance representatives, clarifying how M6 or concluding message with its two steps (Call for action and make generalization/offer speculation) is occupied by national and international video. Within the acquired data above, English teaching YouTubers implemented the first step of this move, which is M6S1 (call for action). The shown expressions showed

the circumstance where speakers allow audiences to think further, initiate them to act certain ways, and encourage them into doing actions related to the video's topic after the whole discussion.

Additionally, the latter step of M6 is making a generalization/offering speculation (M6S2). Chang and Huang (2015) indicated that speakers could insert this specific step by "making a forecast based on the topic and/or talking about new possibilities. Speakers may comment on their presentation's broader implications (e.g., to the world, a larger community, or a discipline) or ask rhetorical questions to encourage listeners to think more about the ideas shared" (p. 41). The excerpts of M6S2 appeared showing some of these criteria.

The national excerpt was seen re-mentioning the alternative/easier hack of mastering the teaching material (tenses). On another side, the utterance from the international teaching video offered encouragement for its viewers to learn about the topic further. Additionally, this excerpt also revealed the further possibility of the learning for the audiences by announcing any other grammar-related videos they may check out in the future.

7: Acknowledgement/Gratitude

Table 9 displays two utterance representatives. It clarifies how M7 or acknowledgement/gratitude is occupied by national and international video. The expressions coming from both videos exhibited modest compliments or acknowledgments to the audiences. M7, as shown here, reflected appreciation from the speaker to anyone participating in the talk or viewing their videos.

In simpler terms, M7 manifested here as "Thankyou" to all of the audience engaging within the speech a whole time. Additionally, the result turned out to display the presence of this specific move mostly when the talk/discussion almost ends.

Table 7. Utterance Representatives of Move 5

M5:Closure	National Teaching Video	International Teaching Video
M5: Closure	Oke that's all for today. Don't forget to like, comment, and subscribe dan klik tombol lonceng disini. Mau belajar Bahasa Inggris? Hanya di Kampung Inggris LC! **(V3)**	I'll see you very soon. So, bye for now…. **(V6)**
	Translation: *Okay that's all for today. Don't forget to like, comment, and subscribe and click the bell up here. Wanna learn English? Only in LC English camp!*	

Table 8. Utterance Representatives of Move 6

M6:Concluding Message	National Teaching Video	International Teaching Video
M6S1: Calling for Action	Sekali lagi karena materi tentang 16 tenses ini cukup banyak, maka dalam materi kali ini hanya perkenalan ya, introduction, pengantar untuk anda memahami lebih dalam. Saya sarankan bahwa setelah ini anda bisa melanjutkan untuk memahami masing-masing tenses tersebut dan mengerti contoh-contohnya di materi yang lainnya. **(V5)** **Translation:** *Once again since the material regarding these 16 tenses are quite a lot, so this particular lesson is just the beginning, okay? Introduction, an introductory part so you can understand deeper. After this, I recommend you to continue learning each of the previously discussed tenses as well as understanding examples of those in other materials.*	We have prepared a video with exercises on mixed tenses for you. All you need to do now is to click on this image to go on to the exercise. **(V9)**
M6S2: Make Generalization/ Offer Speculation	Jadi teman-teman tidak perlu untuk menghafal semua rumusnya, hanya perlu mengetahui triknya saja. Disini saya sudah menuliskan, ini merupakan salah satu cara mudah untuk mengetahui bagaimana cara mengawinkan dalam 16 tenses. **(V1)** **Translation:** *So you guys do not have to memorize all of the formula. You just have to be aware of the trick. Here I've stated that this is one of the effortless ways to notice how to do the cross and match among 16 tenses.*	There are so many things that you can learn in English. You've been through the program of English tenses, but I have for example hundreds of other videos on all aspects of English. For example: grammar, vocabulary, pronunciation, business English, academic English, exam English, for the IELTS or the TOEFL and so on. So, continue to find what are the gaps between your English and try to find them. You can keep learning and improving your English. **(V10)**

Table 9. Utterance Representatives of Move 7

M7:Acknowledgement	National Teaching Video	International Teaching Video
M7: Acknowledgement	Oke terimakasih teman-teman yang sudah menonton video saya. **(V1)** **Translation:** Okay…thanks for you guys who have viewed my video.	You've already shown that you're a person who knows how to produce results, so all I have to say to you is congratulation. Thank you very much for giving me the honour of helping you to improve your English. **(V10)**

CONCLUSION

This research highlighted the oral expression generated by national and international YouTube channels once they construct teaching discourse about tenses in English. It appeared that almost entire moves and steps of Chang and Huang (2015) are implemented through multiple ways of speeches. The diverse way of executing each moves and steps of the English teaching YouTube Video move structure one way or another reveals humans' originality in developing the

content of English material for teaching purpose in online media.

Additionally, it is predicted that this type of genre study may be valuable, for instance in the field of ESP (English for Specific Purposes) as the genre study can possibly be infused to other field of study. Therefore, expanding the scope of the study outside Educational/academic materials is favorable idea for upcoming researchers in the future. Such widespread topics as fashion, beauty, health, medical, lifestyle, politics, economic and banking, science, can be a good option for those coveting studies about generic/move structure in English oral discourses.

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